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The work experience education program for the educable mentally retarded is designed to prepare the student for economic self-sufficiency in the adult world. The program aims to develop competency in personal habits, academic skills, and social relations. Each student in the special work experience program profits by occupational information, vocational guidance, vocational training, job placement, and academic training.

The special education teacher is the key individual around whom the successful work experience program revolves. The teacher must have sufficient time to plan, to supervise, and to follow-up if an adequate program is to be initiated and maintained. Another major staff member is the work experience coordinator. The general duties of this individual include "selling" the program to school administrators and the community, finding places of employment and screening pupils for jobs, and supervising the students on the job.

Work experience education should be a required course of eligible educable mentally retarded students 16 years of age or older. Five units of credit per semester are received for the course. Before starting such a program one should become familiar with pertinent state and federal laws that outline student qualifications, limits of work loads, supervision, school credit, and other aspects. Three types of insurance should be considered by schools and employers for work experience students. The types are: accident insurance, general liability insurance, and workmen's compensation.

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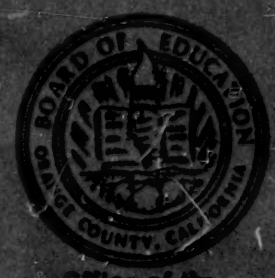

Office of the
Superintendent of Schools
Orange County

WORK EXPERIENCE EDUCATION FOR THE EDUCABLE MENTALLY RETARDED

Prepared by

Linn Hutchinson

and Committee

Educational Services Division

May, 1963

Bulletin EP/EM-1865

Office of the County Superintendent of Schools
1104 West Eighth Street
Santa Ana, California

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Work Experience Education has been a topic of significance as part of the agenda of regular meetings of the special education staff of Fullerton Union High School District (with Placentia Unified participating) and of the staff of Anaheim Union High School District. Thanks go to Mrs. Margiebelle Brown, to Mrs. Elizabeth Cook and Clyde Nickle and their staffs for this active interest. Less formalized discussions have been held with people from the other districts.

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Linn Hutchinson

Linn Hutchinson, Consultant
Education of the Mentally Retarded
Orange County Superintendent of Schools

INTRODUCTION

This publication is one that has grown out of a need. For some time a few secondary districts within Orange County have included Work Experience Education as an integral part of the curriculum content of the program for educable mentally retarded students. In these programs students have been actively participating in actual on-campus or off-campus job placements. On the other hand, several other districts have seen the need to move in a similar direction and have taken initial steps to do so. Personnel from the county office have been invited to discuss administrative and programming problems with district people. Many questions have been raised. This publication is an attempt to answer the major issues. Further refinement is expected. The effort of the various district and county office representatives to work co-operatively in developing and sharing this kind of practical material is indeed commendable.

F. A. Grunenfelder
Superintendent
Orange County Schools

Willard H. Saucerman
Assistant Superintendent
Orange County Superintendent of Schools

TABLE OF CONTENTS

SECTION		PAGE
I.	WHAT IS WORK EXPERIENCE EDUCATION?	1
II.	OBJECTIVES	5
III.	JUSTIFICATION	8
IV.	PERSONNEL INVOLVED IN A WORK EXPERIENCE EDUCATION PROGRAM	10
V.	TEACHER RESPONSIBILITY	12
VI.	THE ROLE OF THE SPECIAL EDUCATION WORK EXPERIENCE COORDINATOR	13
VII.	"ACADEMIC" AREAS OF THE CURRICULUM	17
VIII.	THE STUDENT'S PART IN THE PROGRAM	19
IX.	PLANT UTILIZATION	24
X.	SOME CONSIDERATIONS ON OPERATIONAL PROCEDURE	25
XI.	LEGAL REGULATIONS	29
XII.	WHAT INSURANCE PROTECTION SHOULD SCHOOLS AND EMPLOYERS CARRY ON WORK EXPERIENCE STUDENTS?	37
BIBLIOGRAPHY		40
APPENDIX		50
	Forms	

SECTION I

WHAT IS WORK EXPERIENCE EDUCATION?

The public schools of California have accepted a major responsibility for providing assistance to youth in solving the many problems relating to choosing and preparing for a career.[1] Work experience education is a way of meeting this obligation - an obligation more crucial in some respects for the mentally retarded than for the average student.

The work experience program for the educable mentally retarded student is predicated on the realization that these are terminal students. With rare exception, high school is as far as these youngsters can be expected to go. Our concern therefore, is how to gear the program to utilize the potentialities of these students, not how close to a normal curriculum we can come. "Academic" experiences should be functional and related to everyday living. The core of their high school program necessarily must be vocationally oriented. The program must be designed to prepare the student so that after graduation he can enter and successfully pursue an actual job. The best known method of preparation for economic independence is vocational education and counseling as required curriculum content along with work experience - supervised work in a real job situation.

> Such programs have taken on widely varying forms, some of which are not considered to be genuine work experience education as described in this following material. True work experience education results only when it encompasses a systematic plan whereby young people, while still in school, gain realistic employment experience through part-time work performed under all of the following conditions:

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[1] Handbook on Work Experience Education, A Guide to the Organization and Operation of Work Experience Programs. (Sacramento: California State Department of Education, May, 1959), p.2.

1. The school adopts a specific plan of operation based on a written outline that shows the respective roles of the school, the student, and the employer.

2. The school assigns qualified personnel to direct the program and to coordinate jobs held by students with the school learnings.

3. The school makes certain that work done by students is of a useful, worthwhile nature, and that Federal, State, and local laws and regulations are followed.

4. The school, with the help of the employer, evaluates work done by the students, awards credit for work successfully accomplished, and enters pertinent facts concerning the student's work on his permanent record.

Work experience education, thus constituted, is a part of the school curriculum as are history, English, mathematics, business and auto mechanics.[2]

As has been stated, programs of work experience education in the secondary schools assist the students in making vocational choices, in preparing for employment, in developing and understanding of the meaning of work, and in making the transition to the world of work . . .

In addition to accomplishing the purposes already mentioned, work experience education provides other specific benefits to students who participate in such training. These benefits include:

1. Learning to assume responsibility.

2. Gaining knowledge and attitudes necessary for successful job performance.

3. Acquiring good work habits.

4. Learning how to get along with fellow workers and employers.

5. Developing personality and poise.

6. Augmenting the financial resources of the student and assisting him to remain in school.

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[2]Ibid. Also see California Administrative Code Article 13.1, "Work Experience Education," inserted in this paper.

7. Developing an appreciation of the value of wages.

8. Developing an appreciation and understanding of the relationship between formal education and job success.

9. Exploring the field in which he feels his vocational interest lies and determining whether or not it is a suitable field of work.

10. Broadening his understanding of the occupational world and of working conditions in the world of work.

11. Giving students who must work a feeling that their jobs have added importance.[3]

Both on and off campus work experience is planned for the E.M.R. students, with as much exploration and training in various and appropriate vocational fields as possible within the framework of a good educational program. Students in off campus placement are under the management of their employer but remain technically under the supervision of their work-experience coordinator. Placements are made in local, public and business establishments.

Effective programming of a work experience offering for the educable mentally retarded in high school districts requires that necessary staff time be provided. Work experience becomes a definite part of the course of study.

It is absolutely essential that teacher time be scheduled in addition to that within the classroom. In order to assure success, there must be coordination of the work experiences with the classroom activities, and close supervision of the students on the job. Adequate time should be provided for the special education teacher to facilitate a functional, dynamic, and well balanced total program for the mentally retarded.

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[3] Ibid., pp. 3-4

* * * * * * *

Note: Educable mentally retarded students who are (1) enrolled in "special day classes" and (2) "unable to profit by courses of work experience education" as described in Education Code, Article 4, Chapter 7 of Division 7 (See Section VII, Legal Regulations of this paper) may be provided an Occupational Training Program - Sheltered Workshop. Occupational Training provisions are authorized under Education Code, Division 6, Chapter 9.5, Articles 6931-6932. That program should not be confused with Work Experience Education as outlined in this paper.

SECTION II

OBJECTIVES

The general aim of work experience education is to prepare the student for economic self-sufficiency. Many contributing objectives are in evidence. These are listed under the headings of Personal Competencies, Academic Competencies and Social Competencies which follow.[1] Additional aims are implied in Section III, Justification.

A. Personal Competencies for Working

1. Work habits

   a. Takes care of equipment

   b. Conserves materials

   c. Begins work without urging

   d. Pays attention to safety

   e. Helps others

   f. Is regular and punctual in attendance

   g. Performs to the best of his ability

   h. Understands the basic requirements for a variety of jobs within his capabilities

   i. Selects his occupational field and prepares for it

   j. Develops and maintains an attitude of loyalty to his employer

   k. Understands the value of "a job well done"

   l. Realizes employer expectancies and company policy

2. Self-care and Limitations

   a. Keeps properly groomed

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[1]Adapted and enlarged from mimeographed materials from Grossmont High School and from Course of Study and Curriculum Guide for Teachers of the Educable Mentally Retarded, Santa Cruz County Superintendent of Schools.

b. Protects and maintains his health

c. Knows and accepts his limitations

d. Knows and accepts his abilities

e. Develops a cheerful attitude about his job

f. Works at the particular tasks assigned and does not "pick up" other areas or tasks

g. Accepts constructive criticism with proper perspective

B. Academic Competencies for Working

1. Participates in regular school work

2. Develops hand skills

3. Finds information needed

4. Has good attitude toward work

5. Knows how to apply for a job

6. Communicates effectively

7. Appreciates beauty in his environment - music, arts, nature

8. Can read, write, spell and compute at ability level

9. Knows how to listen with comprehension

10. Follows directions punctually and precisely

11. Uses basic vocabulary

12. Has knowledge of use of leisure time

13. Has an awareness of community agencies available

C. Social Competencies for Working

1. Gets along with other people

a. Listens while others speak

b. Works cooperatively

c. Respects on-the-job rest period privilege

d. Understands civic responsibilities

e. Understands "loyalty" to fellow workers and to employer

f. Understands the value of teamwork

2. Social Security--Is aware and has basic knowledge of:

a. Social Security Act

b. Unemployment insurance

c. Workers compensation

d. Hospital insurance

e. Health and accident insurance

f. How to spend money wisely and how to save

g. The processes and precautions in borrowing (banks, credit unions, etc.)

h. The proper procedure to prepare (or get help to prepare) income tax forms

i. The value of a good credit rating

j. How to avoid being "taken in" by confidence schemes relative to borrowing money

SECTION III

JUSTIFICATION

Work education including work experience provides a practical method of helping students in the following ways:

1. Occupational information. Students receive information concerning the world of work and the kinds of jobs available in terms of their abilities and interests. Job requirements are surveyed. Work hazards, wage scales, fringe benefits and other pertinent informations are taught.

2. Vocational guidance. Special consideration is given to help the student determine the field of work he might enter. Interests, aptitudes and achievements are measured. Requisites for job application and job tenure are established.

3. Vocational training. Under controlled supervision, necessary skills are learned from in-the-class experiences as well as "first hand" on-the-job activities.

4. Vocational placement. The school should assume vocational placement as an obligation. Students are placed in full-time work programs only after they are adequately instructed and there is reasonably high assurance of success. Work experience provides an opportunity to check on actual quality and quantity of work being done, as well as on manifest attitudes and on responsibilities assigned. Transition from the sheltered school environment to job independence is provided. Follow-up responsibility by the school special education work experience coordinator is indicated.

5. Social development. This area is highly significant as personal satisfaction and happiness, as well as job tenure is dependent upon it. Students are taught how to work cooperatively and get along with others. Good work habits are instilled. Self-reliance and self-confidence are developed.

6. Academic training. The development of basic skills and understandings is most necessary to successful living, including getting and keeping a job. Work training is accepted by students as useful experience. It may create a desire to remain in school and thus curtails drop-outs. Classroom work and on-the-job experiences must be functionally integrated if a coordinated educational experience is to be anticipated.

SECTION IV

PERSONNEL INVOLVED IN A WORK EXPERIENCE EDUCATION PROGRAM

A. At the School

1. The Supervisor or Director of Special Education
2. The School Psychologist
3. The School Principal
4. The Special Education Work Experience Coordinator
5. The District Work Experience Coordinator
6. The School Nurse

B. In the Community

1. The Vocational Rehabilitation Service
2. The State Department of Employment
3. Goodwill Industries
4. Community businesses and service clubs
5. Chambers of Commerce
6. Owners or managers of retail outlets
7. Factory owners or factory employers
8. Organized labor
9. Boys' Clubs
10. Parents' Organizations
11. Lay Personnel

A desirable approach during the planning period is to call together a Special Education Committee to discuss the proposed program. The school people are well advised to include in their planning, representatives from industry, labor, service groups, parent groups, etc. This

augmented group might well develop into an Advisory Committee for the program. Of course, community contacts cannot be stressed too much.

The Advisory Committee should meet at least quarterly. A major function would be to suggest job placement possibilities, keep the special education work experience coordinator abreast of developments in the commercial and industrial world, and to discuss and suggest solutions to problems which are bound to occur.

An effective method of "selling" the program and of uncovering job possibilities is to talk to business and fraternal clubs. This is much more effective than attempting to canvass each and every possible place of employment in the whole community. The contact person needs to be a good salesman. He must be able to listen to prospective employers as well as tell about the program and the students.

SECTION V

TEACHER RESPONSIBILITY

The special education teacher is the key individual around which the successful special education program revolves. The teacher must be scheduled with sufficient time to plan, to supervise, and to follow-up if an adequate program of work experience is to be initiated and maintained.

The teacher activities required in the placement of these students include:[1]

1. Classroom instruction
2. Employer interviews
3. Parent conferences
4. Inter-agency conferences
5. Employee placement
6. Follow-up
7. Student counseling
8. Keeping of records
9. Talks at community interested meetings
10. Parent education class
11. Recreational social activities
12. Arranges for transportation of pupils[2]

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[1]W. C. Bradshaw, "Bridging the Gap for the Handicapped Through Work Experience Education." (A paper presented to N.A.R.C. Annual Meeting, Cincinnati, 1959).

[2]Suggested addition to Bradshaw's list.

SECTION VI

THE ROLE OF THE SPECIAL EDUCATION WORK EXPERIENCE COORDINATOR

To supervise a work experience program, the special education teacher generally needs a minimum of two full periods a day. These two periods should be included on the master schedule as "Work Experience Counseling" and be reserved only for such duties as the program entails. In addition to these two periods the teacher should also have the usual "preparation" and "counseling" periods that other special teachers normally get. Of course, the time allowed for the teacher should be designated according to the type of program and the number of students participating.

In general the duties of the Special Education Work Experience Coordinator include:

1. "Selling" the program to the school administrators and keeping them informed of its progress.

2. "Selling" the program to the community and then publicizing its continuing progress.

3. Finding places of employment and screening pupils for the job.

4. Writing reports and records required by the state and/or school. This would include both financial reports and evaluative records.

5. Supervising the students on their jobs. This embodies such aspects as discussing each student's progress with the employer, helping each student improve his efficiency and output, solving any problem

that might have developed anywhere along the line.

In contacts with prospective employers (or others) where it is necessary to discuss the student's limitations while emphasizing his assets, avoid labels such as, "mental retardation."

Periodic conferences with the employer are part of the planned program. No definite schedule is maintained, although each employer should be contacted at least twice per month. A definite schedule would restrict the teacher from taking care of occasional problems that might require immediate attention. Spot-checks of the pupils are made at more frequent intervals than the employee conferences. These spot-checks are made to keep the student aware of his responsibilities to the school and employer and to provide the teacher with content material (problems that need to be solved) to teach in the classroom. Kujellis in a report gave a quite comprehensive list of specific responsibilities of the work experience coordinator.

Work Experience Coordinator's Responsibilities[1]

1. To be aware of student's ability, limitations, and handicaps and help the student realize these through vocational counseling.

2. To evaluate prognosis of employment from work experience supervisors and classroom teachers for student's off campus placement.

3. To keep the work education teacher aware of student's progress in work experience, both on and off campus.

4. To keep the total staff aware of curriculum needs which will better prepare the student for employment.

5. To act as an advisor and coordinator to work experience supervisors on and off campus.

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[1]Robert A. Kujellis, Coordinator of Work Experience Program, Special Education E.M.R., Grossmont Union High School, "Annual Report of On and Off Campus Work Experience, Including Functions of Work Experience Coordinator." (Grossmont, California, June, 1963), pp. 9-10. (Mimeographed)

6. To act as a resource person to the special education staff regarding the work experience program.

7. To aid the student in acquiring work permits and social security cards for off campus placement.

8. To counsel and advise students about attitudes, responsibilities, and grooming necessary for successful employment.

9. To seek realistic employment for the student in situations where the student and employer will be satisfied.

10. To aid the student in securing employment:

    a. Aiding in application procedure.
    b. Contacting possible employers.
    c. Encouraging students to follow through on jobs.
    d. Transportation of students to interview.
    e. Planning and effecting placements.

11. Aid the student in holding a job:

    a. Follow up and conferences with employers.
    b. Follow up and conferences with student.
    c. Follow up and conferences with parent.

12. Act as a public relations person to the community in placing the special education student in employment.

13. Work with the parent and student toward student success on a job: prepare written evaluations.

14. Refer parents and students to public agencies which may help the limited adult in the community.

15. Prepare and produce publications regarding philosophy, method, and operation of the work experience program as it relates to the total special education curriculum.

16. Prepare detailed monthly reports, work experience newsletter to seniors, and an annual report of statistics and follow up.

17. Work cooperatively with community agencies in establishing the student in his world of work.

A recent study on "Employer Attitudes" reveals that special students need to do particularly well in vocational and social situations

in order to compensate for the relatively negative attitudes many employers have.

> Students should be helped to understand that they may be functioning under a handicap for they are more likely to be judged by the label "mentally retarded" than by their own performance.[2]

This same author alerts persons responsible for initial placement of E.M.R. students to be very cautious, as success increases the probability of an employer hiring subsequent retardates.[3]

The work coordinator must check to see that no student is ever exploited as "cheap labor." It is his responsibility to see that each student trainee is learning skills and attitudes that can be used in employment after graduation. Particularly in "on campus" placement, care must be exercised to minimize unnecessary attention to students' disabilities.

Jobs must constantly be studied to see that they offer (or, are offering) a chance for suitable learnings to occur. Jobs may occasionally be rejected for any of a number of reasons: the job is beyond the student's ability to handle; the employer wants more return for wage paid; the job has become unduly hazardous; the job fails to provide learned skills that can be transferred; the employer does not adequately supervise or resents interference from the work coordinator; etc.

Note: Since the Special Education Work Experience Coordinator must do a great deal of travel supervising his E.M.R. students, arrangements should be made to reimburse him for the extra travel expenses.

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[2]Julius S. Cohen, "Employer Attitudes Toward Hiring Mentally Retarded Individuals," American Journal of Mental Deficiency, 67:712, March, 1963.

[3]Ibid

SECTION VII

ACADEMIC AREAS OF THE CURRICULUM

As has been stated earlier, the chief function of special education for the E.M.R. high school student is to prepare him for living as an adult. The emphasis is upon occupational education. Supplemental and supportive training in personal, social, and civic responsibility is essential in rounding out the education and equipping the student to participate in the adult world.

Realistic observation of programs with an "academic orientation" reveals that these students can be taught considerable mechanical skills in such tool subjects as English, reading, spelling, and arithmetic. However, it is also obvious to the skilled observer that little functional transfer takes place between what is learned abstractively and what is applied to real life situations. It should, therefore, become the job of the school to establish learning experiences that integrate the needed basic skills (reading, writing, computing, communication, etc.) with the applied learning task, usually vocationally oriented. Again it may be emphasized that "on-the-job" problems provide excellent content for classroom discussion and activity.

A teaching method suggested to meet the "practical applications" approach is the "unit plan."[1] Experience units should be so planned that when combined with content from various areas they give an adequate, organized sequence covering the scope needed at the various maturational levels of E.M.R. students. Within the units should be opportunity for

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[1]In process is a publication from the Orange County Superintendent of Schools, Unit Organization for Teaching the Educable Mentally Retarded.

developing: (1) the basic academic skills; (2) a positive self-image through successful participation, (3) appreciation in creative activities (arts). Practical understandings of the unit's so-called "academic" content must also "fit" the unit with specific attention called to this fact.

It cannot be overstressed that subject matter of the "academic" experience units be made as close to life-like situations as possible. In order to accomplish this realistic approach the teacher is offered these specific suggestions:

1. Provide field trips to banks, businesses or industries applicable to the unit.

2. Invite authorities from labor unions, business, etc., to talk to the class.

3. Demonstration and learning should be with real material and equipment - use real money, cook a meal, dress a chicken, repair an appliance, etc.

4. Audio-Visual materials - movies, filmstrips, slides, charts, etc., if properly chosen become highly realistic.

5. Locate and request reading high in interest level but low in vocabulary level.

6. Particular notebooks made by the students should be well planned, well organized, and be kept for reference after the students leave high school. Of particular help is the personal - OCCUPATIONAL BRIEF - which states: name, address, social security number and a brief statement of jobs held and/or special skills possessed.

7. Provide particular emphasis to the awareness of community functions, current events, etc.

SECTION VIII

THE STUDENT'S PART IN THE PROGRAM

Frequently students are paid something for the time they are working on the job. In addition they receive work experience credit and grades for this learning experience. Advocates of this practice report that the limited compensation is a motivator of high significance. Further, it provides the opportunity to teach the students how to handle real money. On the other hand, many programs during the supervised job training period provide course credit only, the same as for other school work. Quite often, however, employers want the student to work beyond the supervised period. For this sort of work, students receive pay in accordance with state and federal laws.

Many districts have organized their programs into a Work Exploratory phase and a Work Experience phase. In the exploratory phase attention is given to vocational education, with practical experience for job training through on-campus job placement. When the student finishes the exploratory phase and demonstrates competency, he is placed in off-campus work experience. At this time he may be paid a limited wage.[1]

Since a major emphasis in work education is job exploration and practice in a work situation rather than a permanent job placement, students generally should be given a number of work experiences throughout the school year. Just how long a student will stay on any particular job will be determined by a number of factors: (1) How difficult the job is

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[1]The program at Santa Barbara is a good example. Report by Thomas J. Murphy (director) and Elmer Cameron (teacher), "The Santa Barbara High School Work-Education Program for Educable Mentally Retarded Students" (Santa Barbara, Calif.: Santa Barbara City Schools, April, 1963). (Mimeographed.)

to learn; (2) How well the student likes the job; (3) How the employer feels about the student's progress; (4) The availability of another job into which to transfer the student, etc.

Programs throughout the country have demonstrated that work education experience is highly effective.[2] While it is true that it takes considerable doing, it is well worth the effort. There is a wide array of job opportunities into which educable mentally retarded students can appropriately be placed. The following list is inserted, not to be considered as all inclusive, but as a starting point from which to proceed.[3]

I. Jobs for which an E.M.R. student may qualify:

A. Food Preparation and Service

1. Dishwasher
2. Silverware washer
3. Glass washer
4. Pot washer
5. Stock boy
6. Vegetable man
7. Butcher's helper
8. Steward
9. Saladman's assistant
10. Third cook (short orders)
11. Porter
12. Bus boy
13. Counter service man
    a. Sandwiches
    b. Desserts
    c. Beverages
    d. Steam table
14. Kitchen helper
15. Baker's helper
16. Waitress or waiter

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[2]Jack C. Dinger, "Post-School Adjustment of Former Educable Retarded Pupils." Exceptional Children, 27:353-360, March, 1961.

[3]Adapted from unpublished materials by Daniel Fischer, former teacher in work education, Garden Grove Union High School District, Garden Grove, California.

B. Motor Vehicle Operation and Service

1. Garage porter
2. Garage handyman-carwash
3. Chauffer
4. Parking lot attendant
5. Gasoline station attendant
6. Mechanics helper
7. Carwash and wax helper

C. Building Maintenance and Operation

1. Porter
2. Doorman
3. Handyman
4. Elevator operator
5. Relief man
6. Janitor
7. Window cleaner
8. House cleaner (walls, rugs, windows etc.)
9. Garden equipment repair and cleaning

D. Personal Services and Miscellaneous Jobs

1. Shoe shine - Counter girl in shoe shop
2. Porter
3. Shoe repair
4. Messenger
5. Route man
6. Package wrapper
7. Hospital attendant
8. Nurses' aid
9. Practical nurse
10. Domestic service
    a. General cleaner
    b. Laundress
    c. Housekeeper
    d. Attendant for semi-invalid
    e. Child care - baby sitting
    f. Cook or cook's helper
    g. Garden work
11. Chambermaid
12. Hat check girl
13. Watchman
14. Newsstand helper
15. Pet shop attendant

E. Laundering, Cleaning and Dyeing

1. Puller
2. Feeder
3. Folder-mangle
4. Starcher
5. Shaker
6. Sleever
7. Cuff and collar presser
8. Tagger
9. Dryer
10. Spotter

F. Agriculture

1. Sod farm laborer
2. Nursery house attendant
3. Green house attendant
4. Florist's helper
5. Gardener
6. Mowing, lawn trimming
7. Livestock farm laborer
8. Farm laborer - dairy
9. Farm hand
10. Poultry - feeder
11. Poultry - killer
12. Poultry - picker
13. Egg candler
14. Fruit picker
15. Fruit packer

G. Printing

1. Helper

H. General Factory Work

1. Stock work
2. Light machine operation
3. Bench work
4. Sorting
5. Packing
6. Floor boys and girls
7. Machine shop helper
8. Foundry work
9. Ceramic or tile work

I. Helper to:

1. Excavators

2. Bricklayers
3. Carpenters
4. Plasterers
5. Plumbers
6. Painters
7. Cement layers
8. Fence builders

J. Retail trades

1. Stock boy
2. Packer
3. Warehouse man

K. County Employee

1. Road construction
2. Street cleaning
3. Tree crews
4. Department of Sanitation labor

Note: See page 26 for examples of on-campus work stations.

SECTION IX

PLANT UTILIZATION

In order to provide an organization for the most efficient operation of a vocationally oriented program, consideration should be given to realistic clustering of classes for E.M.R. students within a single plant. Two or more classes operating as a department seems advisable for the following reasons:

1. Provides the possibility for more effective grouping of students in terms of needs, abilities and interests.

2. Allows for easy communication among special education students.

3. Allows for in-service education of staff and for curriculum development.

4. Allows for better supervision of instruction because a school principal has a sufficient number of classes to devote some extra time to the special program.

5. Specially trained counselors can devote some time to it.

6. Provides better opportunity for programming for on-campus work experience.

7. Allows a special teacher to be scheduled for supervision time for off-campus work experiences. Tends to centralize this function.

8. Provides an opportunity for some departmentalization within special education, with particular talents of teachers being exchanged.

9. Gives justification for a more comprehensive coverage of library, audio-visual and other materials.

10. Allows for central budget and ordering of equipment and supplies.

SECTION X

SOME SUGGESTIONS ON OPERATIONAL PROCEDURE[1]

General Suggestions

1. It is our contention that work experience education should be required course work for eligible E.M.R. students 16 years of age or over.[2]

2. It is the responsibility of the teacher of the E.M.R. to help the student see that all required papers and forms are completed and on file in the office of the District Coordinator before the deadline set for registration of other classes in the course of study.

   a. Registration deadlines apply to Work Experience Education the same as any other course offered by the school.

3. Work stations (jobs) must be approved by the Special Education Work Experience Coordinator.[3]

4. Satisfactory classroom attitude may be necessary before a student can be registered in the Work Experience Education Program. On the other hand, job placement may be the essential ingredient to correct a poor attitude.

5. The maximum amount of credit that can be earned in high school is subject to the approval of the Special Education Work Experience Committee.[4]

6. Eligibility for registration for work experience requires that a student be in good standing in his school program.

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[1]Adapted from materials distributed by George Hanley, Work Experience Coordinator, Anaheim Union High School District.

[2]For pupil qualifications see California Administrative Code, Article 13.1, Section 115.23, "Pupil Qualifications."

[3]Ibid. On selection of work stations see Section 115.26.

[4]Ibid. For limitations on credit see Section 115.22.

7. It is the responsibility of the student to notify the work experience coordinator (teacher) immediately if he changes jobs, loses his job, or changes his schedule.

8. Students under the age of 18 must not work more than forty-eight (48) hours per week. The total number of hours spent in school each week is to be deducted from the forty-eight hours.

9. Students under 18 cannot work after 10:00 pm nor before 5:00 am.

10. Jobs off campus should be evaluated by the Special Education Work Experience Coordinator and reviewed periodically by the Work Experience Committee.

11. Students should apply for a particular job through the Special Education Work Experience Coordinator with application form, letter of inquiry, personal interview, etc., as preparation for the real life demands.

Work Stations

Work stations should be of such nature that a maximum learning situation exists.

Supervision

At all times a student must work with a supervisor, performing a like activity, or be under supervision of a classified employee. Educational supervision rests with the special education work experience coordinator.

Eligible On Campus Work Stations

1. Clerical Assistants

    a. District Offices
    b. High School Attendance Offices
    c. High School Registrar's Offices

d. High School Counseling Offices
e. Library helper
f. Duplication offices

2. Assistant in Vocational Education

a. Tool and Supply Rooms

3. Assistants in Student Stores

4. Assistants in Nurses' Offices

5. Cafeteria Helpers

6. Ground Maintenance Assistants

7. Building Maintenance Assistants

8. Transportation Assistants

9. Audio-Visual Technicians' Assistants

10. Serving coin-operated vending machines

11. Assistant in athletic department

12. School Laundry

Credit

Five (5) semester units per semester.

Attendance

Work Experience students must observe the attendance regulations the same as students in other classes and must work a full period each school day. All student work programs which grant credit must clear through the Special Education Work Experience Coordinator.

Forms[5]

All students who wish to enter the program must complete and have on file with the Special Education Work Experience Coordinator a copy of such forms as follows:

[5]See Appendix for sample forms.

(Duplicate copy to be filed with District Work Experience Coordinator where such office exists.)

COMPLETED COPY - WORK EXPERIENCE EDUCATION APPLICATION

1. On Campus Work Experience Education

   a. If the student desires work on campus he just complete the form STUDENT REQUEST FOR NON-PAY WORK EXPERIENCE EDUCATION ASSIGNMENT. (Including signatures of teacher.)

2. Off Campus Work Experience Education

   a. Students working off campus for pay must file a completed copy of INFORMATION OF PERMIT TO WORK. (Such form should be required of everyone regardless of age.)

   b. The teacher helps the student fill in regular registration card showing the periods that the student is working. He should initial the card and send the student to the Special Education Work Experience Coordinator for signature and approval of the work station. The student returns a copy of the completed card to his special education teacher.

   c. Work Permits are issued by the attendance office. It is the responsibility of the student to obtain the permit and deliver white copy to employer.

      (Work Permits are required by law. Any employer who allows a minor under the age of 18 to work without a permit is subject to a fine or imprisonment or both. If a student changes jobs he must obtain a new permit immediately.)

SECTION XI

LEGAL REGULATIONS

Before starting a program on Work Experience Education, it will be necessary to become familiar with pertinent State and Federal Laws. Article 4. "Work Experience Education" under Division 7, "Educational Programs" of the California Education Code is herewith reproduced as a service to the reader. These are the laws granting legal authorization for such programs. In addition Article 13.1 "Work Experience Education," Subchapter 1, "Government of the Public Schools," California Administrative Code (Title 5, Education), is also reproduced. Regulations in Title 5 deal essentially with regulations of implementation and operation.

The California Education Code

Article 4. Work Experience Education

Authority to Establish

8351. The governing board of any district maintaining a high school or junior college may:

(a) Provide for the instruction of pupils in the skills, attitudes, and understandings necessary to success in employment by means of courses of work experience education as provided in this article (commencing at Section 8351).

(b) Provide for guidance and supervision procedures designed to insure maximum educational benefit to students from placement in suitable work experience education courses.

(c) Provide for arranging, approving, coordinating, and awarding

credit for work experience education courses, and for those purposes employ instructors, coordinators, and other necessary personnel.

Establishment of Standards by State Board

8352. The State Board of Education shall establish standards for work experience education, including but not limited to, the following:

(a) Selection and approval of work stations.

(b) Supervision of pupils.

(c) Credit allowable for work experiences.

(d) Guidance procedures related to work experience education.

Implementation of Standards for Work Experience Education

8353. The Department of Education shall adopt such rules and regulations as are necessary to implement the standards set by the State Board of Education, so as to maintain the educational purpose and character of work experience education.

Laws or Rules Applicable to Students in Work Experience Education

8354. All laws or rules applicable to minors in employment relationships are applicable to students enrolled in work experience education courses.

"Work Experience Education" Defined

8355. Work experience education as authorized by this article (commencing at Section 8351) includes the employment of pupils in part-time jobs selected or approved as having educational value for the students employed therein and coordinated by school employees.

(Originally numbered 8356. Amended and renumbered 8355 by Stats. 1959, Ch. 1150.)

Work Experience Education Involving Apprenticeable Occupations

8356. Work experience education involving apprenticeable occupations shall be consistent with the purposes of Chapter 4, Division 3, of the Labor Code and with standards established by the California Apprenticeship Council.

Work Experience Education in Contiguous Areas

8357. The governing board of any school district which maintains one or more high schools or junior colleges may provide for the establishment and supervision of work experience education programs in contiguous areas outside the district.

School District as Employer

8358. Notwithstanding any provisions of this code or the Labor Code to the contrary, the school district under whose supervision work experience education is provided shall be considered the employer under Division 4 of the Labor Code or persons receiving such training unless such persons during such training are being paid a cash wage or salary by a private employer.

(Added by Stats. 1961, Ch. 1798).

The California Administrative Code

Article 13.1. Work Experience Education

115.20. Approved Plan Required. Any program of Work Experience Education conducted by the governing board of a school district, hereinafter in this article called "the district," pursuant to Education Code Sections 10231 through 10237 shall conform to a plan adopted by the dis-

trict and submitted to, and approved by, the State Department of Education. The plan shall set forth a systematic design of Work Experience Education whereby young people, while still enrolled in school, will gain realistic employment experience through part-time work. Among other things, the plan submitted shall contain the provisions:

(a) A statement that the district has officially adopted the plan subject to approval of the State Department of Education.

(b) A specific description of the respective responsibilities of the school, the pupil, the employer, and other cooperating agencies in the operation of the program.

(c) A statement that the district will:

(1) Provide appropriate and continuous guidance service to the pupils throughout their enrollment in the Work Experience Education program.

(2) Assign a sufficient number of qualified certificated personnel to direct the program and to coordinate jobs held by pupils with the school curriculum.

(3) Make certain that work done by pupils is of a useful educational nature.

(4) Ascertain, through the appropriate enforcement agency, that applicable federal, state, and local laws and regulations are followed.

(5) Evaluate, with the help of the employer, work done by a pupil, award credit toward graduation for work successfully accomplished, and enter pertinent facts concerning the pupil's work on the pupil's cumulative record.

(6) Provide necessary clerical and instructional services.

115.21. Classifications of Work Experience Education. Work Experience Education is a district-initiated and district-controlled program of education consisting of one or more of the following types:

(a) Exploratory Work Experience Education, having as its general purpose the vocational guidance of the pupil through affording him opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring. There is no intent to teach production skills of any kind.

(b) General Work Experience Education, having as its purpose the supervised part-time employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil need not be related to the occupational goal of the pupil.

(c) Vocational Work Experience Education, having as its purpose the extension of vocational learning opportunities for the pupil through part-time employment in the occupation for which his course in school is preparing him.

115.22. School Credit. The district shall grant to a pupil for the satisfactory completion of Work Experience Education credit in an amount not to exceed:

(a) In High Schools, a total of 40 semester periods made up of one or a combination of two or more of the following types:

(1) For Exploratory Work Experience Education: Five (5) semester periods for each semester, with a maximum of ten (10) semester periods earned in two semesters.

(2) For General Work Experience Education: Ten (10) semester periods for each semester with a maximum of twenty (20) semester periods.

(3) For Vocational Work Experience Education: Ten (10) semester periods for each semester with a maximum of forty (40) semester periods.

115.23. Pupil Qualifications. In order to qualify for participation in the Work Experience Education Program, a pupil shall:

(a) Have attained junior standing in high school or 16 years of age, except that, with specific authorization by the principal, individual pupils with exceptional needs who are 15 years of age may be enrolled.

(b) Be a full-time pupil. For the purposes of this section, a full-time pupil means one of the following:

(1) A legally indentured apprentice or a continuation pupil, regardless of the number of subjects or the secondary school in which he is enrolled.

(2) A high school pupil enrolled in four or more subjects, including Work Experience Education as one of such subjects.

(3) A junior college pupil enrolled in 12 or more credit hours, including the credit hours for work experience.

(c) Have, if a high school pupil, parental or guardian approval.

(d) Have the approval of the school guidance service to enroll in the Work Experience Education chosen.

(e) Have a vocational or educational goal to which the Work Experience Education chosen will, in the opinion of the district, contribute.

115.24. Supervision. In carrying out its plan for Work Experience Education, the district shall, in addition to meeting the requirements of Section 115.20, provide sufficient services for initiating and maintaining work stations, for coordinating the program, and for supervising the pupils, including but not being limited to:

(a) On-the-job observation of the pupil.

(b) Consultation with the employer.

(c) Written evaluation of the student's progress.

(d) Consultation with the student.

In the case of legally indentured apprentices, the requirements of this section shall not be deemed to prevent collaboration between the school administrators and the Joint Apprenticeship Committee in order to avoid duplication of supervisory services.

115.25. Records. The district shall maintain records which shall include:

(a) A record of the type of work experience in which each pupil is enrolled, where he is employed, and the type of job held.

(b) A record of work permit issued if applicable.

(c) The employer's report of pupil attendance and performance on the job.

(d) The supervisor's report of his observations of the pupils.

(e) The supervisor's report of his consultations with employers.

(f) The supervisor's rating of each pupil, including grade.

115.26. Selection of Work Stations. In selecting and approving a work station for an individual pupil, the district shall observe the following criteria:

(a) The employer is in sympathy with the educational objective of providing work experience for the pupil.

(b) The employer knows of the intent and purpose of the Work Experience Education Program.

(c) The work station offers a reasonable probability of continuous employment for the pupil during the work experience period for which he is enrolled.

(d) The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.

(e) Over-all desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupil.

(f) The employer will provide adequate supervision to insure a planned program of the pupil's job activities in order that the pupil may receive maximum educational benefit.

(g) The employer, as required by law, will provide adequate compensation insurance.

(h) The employer will maintain accurate records of the pupil's attendance.

SECTION XII

WHAT INSURANCE PROTECTION SHOULD SCHOOLS AND EMPLOYERS CARRY ON WORK EXPERIENCE STUDENTS?[1]

Three types of insurance should be considered:

Accident Insurance

General Liability Insurance

Workmen's Compensation

Accident Insurance. Although schools are not legally obligated to carry accident insurance, schools operating well-planned programs of work experience education provide students with such protection. If schools do not carry accident insurance, pupils or their parents should be urged to obtain such protection before a student is permitted to enter a work experience program.

Authority for local boards of education to protect students adequately is found in the California Education Code, Article 1. Powers and Duties of Governing Boards, Section 11711 of Division 9, Chapter 4,* which reads as follows:

> 11711. The governing board of any school district or districts which does not employ at least five physicians as full time supervisors of health, or the equivalent thereof, may provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service or hospital service, or both, or through group, blanket or individual policies of accident insurance or through policies of liability insurance from authorized insurers, for injuries to pupils of the district or districts arising out of accidents occurring while in or on buildings and other premises of the district or districts during the time such pupils are required to be therein or thereon by reason of their attendance upon a regular day school of such district or districts or while being transported by the district

[1]From materials distributed by George Hanley, op.cit.

> or districts to and from school or other place of instruction, or while at any other place as an incident to school-sponsored activities and while being transported to, from and between such places. No pupils shall be compelled to accept such service without his consent, or if a minor without the consent of his parent or guardian. The cost of the insurance or membership may be paid, from the funds of the district or districts, or by the insured pupil, his parent or guardian.
>
> Such insurance may be purchased from, or such membership may be taken in, only such companies or corporations as are authorized to do business in California.

Liability Insurance. School districts in California may be sued for and may be required to pay damages on account of the negligence of the district, its officers, and employees. It is now mandatory that all school districts carry insurance against such liabilities. California Education Code Section 1029 states:

> 1029. The governing board of any school district shall insure against the liability (other than a liability which may be insured against under the provisions of Divisions 4 and 5 of the Labor Code) of the district and against the personal liability of the members of the board and of the officers and employees of the district, for damages to property or damage by reason of the death of, or bodily injury to, any person or persons, as the result of any negligent act by the district, or by a member of the board, or any officer or employee when acting within the scope of his office or employment. The insurance may be written in any insurance company authorized to transact the business or insurance in the State.
> (Amended by Stats. 1955, Ch. 579, and by Stats. 1957, Ch. 446. In effect May 21, 1957.)

Suitable liability insurance is usually carried by employers as protection against damage suits resulting from accident or injury to employees or to anyone on their premises. Ross, in his study of the legal aspects of work experience education programs in California high schools, points out that:

> Two aspects of liability insurance in relation to work experience programs were noted as (1) protection against losses by the insured on account of liabilities which might arise in relation to a work experience arrangement, and (2) protection to students against loss because of financial inability of anyone who may be liable to the student on account of some injury or loss in connection with his work experience.[2]

Workmen's Compensation Insurance. Employers in California are required by law to carry workmen's compensation insurance that provides the benefits of the workmen's compensation laws to their employees. An employee covered under workmen's compensation insurance is guaranteed specific benefits for injuries arising out of and in the course of his employment. Students receiving wages for their work in a work experience education program are covered by such insurance.

It should be reemphasized here that unless wages are being paid by a private employer, the law mandates that a school district under whose supervision work experience education is provided shall be considered the employer. Therefore, in such a situation the district is obliged to carry the insurance (Education Code 8358).[3] Also, it is especially imperative that the operator of the establishment in which the work experience education student is placed, carry both general liability insurance and workmen's compensation insurance, and that school personnel make certain that the student is protected by adequate insurance.

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[2]John Griffin Ross, "The Legal Aspects of Work Experience Programs in California High Schools" (Unpublished doctoral dissertation, University of Southern California, June, 1955) p. 354.

[3]See page 31 of this publication.

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All are available from: Superintendent of Documents, Government Printing Office, Washington 25, D. C.

U. S. Civil Service Commission. Personnel Methods Series No. 3. Assessing and Reporting Training Needs and Progress, 1956. 30¢.
Suggests methods and approaches which an agency may use in developing an "inventory of training needs and of progress in meeting them."

U. S. Veterans Administration. Common Sense About Evaluating and Recognizing Performance.

This booklet relates to the manager mostly but its ideas show what the manager expects of the employees. The student may obtain first hand useful information relating to work education from the information contained in the booklet.

U. S. Printing Office. Common Sense About Managing Your Management Job, 1959. 15¢.

This is a well illustrated booklet on how to be a success on the job. It is mostly related to the manager but the work experience teacher can get some useful ideas for implementing the program. The page headings are rules that will apply to the students working as well as the supervisor's plans.

Common Sense About Supervising People. 1961. 15¢.

Concise listing of ways in which a supervisor can create good personnel relations. Very usable little bulletin.

Curriculum Adjustments for the Mentally Retarded by Martens, Elise H. U. S. Printing Office, 1957.

In this book the chapter on the aims of education is very good (p. 9). It covers aims relating to work education and consumer education that are realistic and honest, also possible. Page 67 starts an area covering manual and occupational experiences that relate to both consumer and work education.

U. S. Department of Labor, Bureau of Labor Standards. Employment Certificates-Help You Help Youth, (Bulletin 183).

U. S. Civil Service Commission. Employment Interviewing, 1956. 40¢.

Pamphlet designed to increase the effectiveness of those who interview people for employment or promotion purposes.

How to Get and Hold the Right Job. 10¢.

U. S. Employment Service. Bureau of Employment Security. Job Guide for Young Workers. 40¢.

U. S. Department of Labor. Occupational Outlook Handbook, 1961. $4.50.

Employment information on major occupations for use in guidance.

Occupational Wage Survey, 1959.

The information in this booklet will give the special education teacher and pupil realistic wage ratios and expectations which would in turn relate to planning budgets in Consumer Education. Page 4 gives wage trends, for selected occupations. Pages 5-11 give occupational earnings, and pages 13-19 give establishment practices and provisions that will give the student a realistic insight in what to expect on the job after graduation from Special Education.

U. S. Department of Labor. Bureau of Apprenticeship and Training. Planned Training - Your Future Security. U. S. Department of Labor Bureau of Apprenticeship and Training. Free.

U. S. Printing Office. Preparation of Mentally Retarded Youth for Gainful Employment, 1959. 35¢.

Part I reports a summary of a conference sponsored by the U. S. Office of Education, the Office of Vocational Rehabilitation, and the Project on Technical Planning of the American Association on Mental Deficiency. Part II contains summary descriptions of several actual programs now in operation.

U. S. Department of Health Education and Welfare. Research Relating to Mentally Retarded Children. U. S. Printing Office, 1960. 35¢.

This book contains information about almost every type of mental retardation. It gives results of surveys, research, classification, medical knowledge, etc. It also - on pages 82-84, gives information related to work education that is valuable. This book is particularly valuable to the teacher himself, as a source guide for the present and the future.

U. S. Department of Health, Education, and Welfare. Small Enterprises for the Severely Handicapped, 1955. 45¢.

A catalog of small business experiences of the homebound and severely handicapped (including the MR) in the State-Federal Vocational Rehabilitation Program.

Teacher Competencies in Trade and Industrial Education by John P. Walsh. 1960. 30¢.

Provides an inventory of competencies of teachers of trade and industrial subjects as worked out and appraised by leaders in the field. Competencies are given relative importance. Very usable in developing in-service training programs.

U. S. Department of Labor, Bureau of Labor Standards. Guidelines For The Youth You Supervise. Employment of Young Workers, U. S. Government Printing Office. Bulletin No. 174. 1956. 10¢.

Tells the supervisor how to be a constructive counselor to youth, how his influence goes beyond the immediate job; contains good advice.

U. S. Civil Service Commission, Personnel Methods. Training the Supervisor. Personnel methods Series No. 4. 1956. 40¢.

A guide on how to set up and conduct a supervisory training program. Contains good ideas for in-service training programs.

U. S. Department of Health, Education and Welfare. Vocational Rehabilitation of the Mentally Retarded. 1958. 65¢.

Written with the hope to stimulate a better understanding between all persons who must work together in behalf of the mentally retarded. The publication has particular value for vocational rehabilitation counselors.

U. S. Government Printing Office. Bureau of Labor Standards. We're Never Too Young to Learn Safety. Washington 25, D.C. Free.

This is just one of the many articles that are available from the U. S. Department of Labor that can be very valuable to teachers of mentally retarded.

Work Experience Education Programs in AMERICAN SECONDARY SCHOOLS by Hunt DeWitt. U. S. Printing Office, 1957. 45¢.

This pamphlet deals with the whole field of work experience, from its history to its use in the public schools. It will explain how to set up the program, operate and supervise it and many other useful ideas. It is not geared to the needs particularly of the retarded child but much of the material is applicable. Some of the technical information would be very useful for preparation of charts, graphs, surveys, and other general studies.

U. S. Department of Labor. Wage and Hour and Public Contracts Division. A Guide to Child-Labor Provisions of the Fair Labor Standards Act. Child Labor Bulletin No. 101. 15¢.

The Fair Labor Standards Act, in addition to its basic minimum and overtime provisions, contains provisions relating especially to child labor. This booklet has been developed as a guide to these provisions. Contains the addresses of Wage and Hour and Public Contracts Divisions for further information.

U. S. Department of Labor. Child Labor Provisions. Bulletin No. 161.

U. S. Department of Labor, Wage and Hour and Public Contracts Division. Handy Reference Guide to the Fair Labor Standards Act. Free.

U. S. Department of Labor. Minimum Wage and the Woman Worker. Bulletin No. 8. 1960. 15¢.

Tells simply how and why State minimum-wage laws came about, how they operate, and their impact on the worker, the employer, and the community. Answers questions relative to women workers.

U. S. Department of Labor. Self-training Unit on Child-Labor Laws for Youth Placement Workers. Bulletin 202. 1959. 15¢.

Brief on Child-Labor Laws written particularly for the placement worker.

U. S. Department of Labor. State Child-Labor Standards. Bulletin 158, 1960. 60¢

A state by state summary of major provisions of the child labor and compulsory school attendance laws that affect the employment of minors under 18.

U. S. Department of Labor. Some Facts for Young Workers About Work and Labor Laws. Bulletin 208, 1959. 15¢.

A good source - succinct and illustrated - very valuable in work training. Contains a list of suggested readings.

U. S. Department of Labor. Bureau of Labor Standards. Why Child Labor Laws. Bulletin No. 185. U. S. Government Printing Office. 1956. 15¢.

Defines, explores, illustrates, justifies Child Labor Laws.

D. UNPUBLISHED MATERIALS

Bradshaw, W. C. Bridging a Gap for the Handicapped Through Work Experience Education. Sacramento: Bureau of Special Education.
A mimeographed report presented to the National Association of Retarded Children. This describes a community-organized work experience program in Fresno, California.

Fischer, Daniel J. Work Experience Training, A Second Semester Part of Work Education, Garden Grove, California, 1960. (Mimeographed)
A resource guide in outline for the special education teacher, teaching work and consumer education.

Kujellis, Robert A. "Annual Report of on and off Campus Work Experience Including Functions of Work Experience Coordinator," Grossmont Union High School Special Education Program. Grossmont, California, June, 1963. (Mimeographed.)
This is an interesting year's end report of a fine program of work experience.

Murphy, Thomas J. and Elmer Cameron. "The Santa Barbara High School Work-Education Program for Educable Mentally Retarded Students." Santa Barbara, California, April, 1963. (Mimeographed.)
This is a descriptive report of a well-established program for E.M.R. students. Attention is given to the Work-Education Program.

Orange County Superintendent of Schools. Exceptional Children, A Bibliography of Materials to be Found in Orange County Schools Curriculum Library. Santa Ana, California: County Superintendent of Schools, 1961.
Pertains to the entire field of the handicapped but contains some useful sources relative to work education. General supplements are kept current.

E. FILM STRIPS

Occupational Education. Jamaica 35, New York: Eye Gate House, Inc., 146-01 Archer Avenue.
(A set of nine filmstrips designed for older mentally retarded pupils.)

APPENDIX

The sample forms included are not specifically suggested for adoption but are presented so that district personnel may obtain ideas and adapt them to meet the local situation.

"Old timers" in the field offer us this advice: "Don't get bogged down in paper detail; be adequate but keep things as simple as possible."

APPLICATION FOR WORK EXPERIENCE EDUCATION*

(Read Carefully Before Filling Out)

Sophomore _____

Junior _____

Senior _____

Picture

Name _____ Telephone _____

Address _____ Date of Application _____

Date of Birth _____ Age _____ Weight _____ Height _____

Teacher _____

Parent or Guardian _____ Occupation _____

Explain any physical weaknesses _____

What is your main outdoor hobby? _____

What classes do you enjoy most? _____

How many times were you absent last year? _____ Tardy? _____

How do you consider your record as a student? Good _____ Average _____ Poor _____

Why do you want to enter this part-time program? (Please answer on other side)

Have you discussed this occupation with your parents? Yes _____ No _____

Where have you worked previously? _____

Do you have definite transportation? _____

PRESENT HIGH SCHOOL SCHEDULE

Period	Subject	Teacher	Room
1.			
2.			
3.			
4.			
5.			
6.			

* From Anaheim Union High School District

Semester _____

Period _____

STUDENT REQUEST FOR NON-PAY WORK EXPERIENCE*
EDUCATION ASSIGNMENT

Date _____

Name _____

Do you need credit in the Work Experience Program to graduate? _____

Work preference _____

Your present age _____ grade _____ Sex ____ Teacher's Name _____

List below any special skills you possess which might be helpful in placing you with a teacher in the Work Experience Program:

If you have been in Work Experience before, list the name of teachers or employers and describe the kind of work at which you were employed:

How many units do you already have in Work Experience Education to your credit toward graduation? _____ (To be verified by counselor)

Signature of Applicant _____

_____

ENDORSEMENT OF WORK-EXPERIENCE ASSIGNMENT.

_____

Teachers: Sign here if you have agreed to accept this individual as a student helper in On-Campus Work Experience for school credit.

Signature of Teacher _____

Approved by _____

*From Anaheim Union High School District

WORK EXPERIENCE EDUCATION PROGRAM*

PUPIL_____ AGE _____ CLASS _____

ADDRESS_____ TELEPHONE NUMBER _____

FATHER'S NAME _____ BUSINESS TELEPHONE _____

MOTHER'S NAME _____ BUSINESS TELEPHONE _____

INSURANCE VERIFICATION: YES____ NO____ WORK EXPERIENCE COUNSELOR_____

FIRST ENDORSEMENT

PARENTAL CONSENT:

I HEREBY PERMIT MY SON/DAUGHTER, NAMED ABOVE, TO BE ENROLLLD IN THE WORK EXPERIENCE EDUCATION PROGRAM CONDUCTED BY THE GARDEN GROVE UNION HIGH SCHOOL DISTRICT AND UNDER THE PROVISIONS OF ARTICLE 13.1 TITLE V, IN THE CALIFORNIA ADMINISTRATION CODE. I UNDERSTAND THAT THIS WORK WILL TAKE PLACE OFF-CAMPUS IN VARIOUS BUSINESS ESTABLISHMENTS AND THAT MY SON/DAUGHTER WILL BE UNDER THE SUPERVISION OF THE WORK EXPERIENCE COUNSELOR AND/OR EMPLOYER. I ALSO UNDERSTAND THAT MY SON/DAUGHTER SHALL RECEIVE, IF HIS/HER WORK HAS BEEN SATISFACTORY, SCHOOL CREDIT FOR SUCH WORK, AND THAT HE/SHE SHALL BE GRADED ON ATTENDANCE, PERFORMANCE, ETC. I UNDERSTAND THAT FOR THE ONE HOUR MY SON/DAUGHTER ENGAGES IN WORK EDUCATION HE/SHE SHALL NOT RECEIVE PAY UNLESS THE EMPLOYER WISHES TO HOLD MY SON/DAUGHTER LONGER THAN ONE HOUR, OTHERWISE MY SON/DAUGHTER IS CONSIDERED LEGALLY IN SCHOOL FOR THE ONE HOUR AND RECEIVES CREDIT FOR SUCH TIME.

INSURANCE:

I ALSO AFFIRM THAT MY SON/DAUGHTER, NAMED ABOVE IS COVERED TO OUR SATISFACTION, FOR MEDICAL CARE THAT MAY BE NECESSITATED BY INJURIES SUSTAINED DURING PARTICIPATION IN WORK EXPERIENCE EDUCATION, AND THAT I HAVE BEEN INFORMED OF THE VOLUNTARY MEDICAL CARE POLICY OFFERED BY THE UNITED PACIFIC INSURANCE COMPANY IN COOPERATION WITH THE GARDEN GROVE UNION HIGH SCHOOL DISTRICT.

PARENT'S SIGNATURES:

FATHER_____

MOTHER _____

DATE _____

SECOND ENDORSEMENT

THE ABOVE STUDENT IS APPROVED/NOT APPROVED FOR THE OFF-CAMPUS WORK EXPERIENCE PROGRAM. HIS VOCATIONAL PLACEMENT SHALL BE: EXPLORATORY _____ GENERAL_____ VOCATIONAL_____ WITH SPECIAL EMPHASIS DIRECTED TOWARD THE FOLLOWING TYPES OF WORK.

_____

_____

WORK PERMIT ON FILE: YES _____ NO _____ _____
WORK EXPERIENCE COUNSELOR

_____
DATE

*From Garden Grove Union High School District

PARENT COUNSELING AGREEMENT
Department of Special Education
Lansing Public Schools

Because the program for the Retarded Child differs in many ways from the usual school plan the following statements are made. Each statement is an attempt to clarify for you as parents an important detail in the total program.

1. Each child will be accepted on a 90 day trial basis.

2. Parents are responsible for the medical needs of their child.

3. Parents are responsible to see that their child has regular school and work attendance.

4. Each child must have success on his own maturity and intellectual level. Parents are expected to help their child succeed at that level.

5. Each child will be placed in a work training experience which endeavors to prepare him for the kind of work which he or she will achieve the greatest success.

We, as an educational institution, agree to do our best to train your child to take his or her place in our society and function at the level at which he or she will achieve the greatest degree of success.

Upon completion of a successful three year program based upon:

1. Good social development.
2. Good work training experience.
3. Regular attendance.
4. Maximum academic achievement.

Your child may be graduated and receive a high school diploma.

At this conference we have carefully discussed the above and I understand the program as outlined. I agree to do my part as parent or guardian to help _____ have a successful school experience.

Date_____ Parents _____

Coordinator_____ _____

PERMIT TO WORK*

AGREEMENT OF EMPLOYMENT: (to be filled out by employer) Date _____

PLEASE PRINT:

This is to certify that I intend to employ _____

Who will be required to work as (explain the kind of work) _____

Between the hours of _____ a.m. to _____ a.m. and _____ p.m. to _____ p.m.

Monday - Tuesday - Wednesday - Thursday - Friday (Underline days minor will work)

Saturday hours: _____ a.m. _____ a.m. and _____ p.m. _____ p.m.

Sunday hours: _____ a.m. _____ a.m. and _____ p.m. _____ p.m.

Total hours per week will be _____.

_____ _____

Name of person, firm, or corporation — Type of Industry

_____ _____

Address — Phone Number

_____ _____

Signed by: — Official Capacity

****

STATEMENT OF PARENT: (to be filled out by parents or guardian) Date _____

This is to certify that: (name) _____ is _____ years of age.

He or she was born on _____ at _____

He or she is now in the _____ grade in school, and is now attending _____

_____ school. (If not attending school at the present time, he or she has completed the _____ grade in school).

Teacher _____

Social Security Number _____

Relationship to minor _____

School Information. Do not fill in.

Work Permit No.

Address _____

Address of minor if different from parent or guardian _____

Phone _____

*From Anaheim Union H.S. District

Parent's Signature _____

This card is issued to protect the student in case he is stopped during the school day while officially away from the campus.

BOLSA GRANDE HIGH SCHOOL
OFF CAMPUS WORK EXPERIENCE

Date Work Begins_____

Date Work Ends _____

Time of Departure from School_____

Destination _____

Teacher _____

Administrator_____

(Garden Grove Union High School District)

The student is furnished the following card when he first enters the work program. He is taught to keep the card up-to-date so he will have a record of his employment. This is useful to him after he finishes high school, as well as when he is in the work program.

Name ..... Soc. Sec.....

EMPLOYER	DUTIES	PAY	FROM	TO

(Santa Barbara City Schools)

A permanent card is kept by the teachers that lists the various jobs a student has during his three years in the program (see below). On the reverse side of this card, anecdotal records are made on the behavior, progress, etc., of the student on these jobs.*

NAME_____ ADDRESS_____ PHONE_____

DATE OF BIRTH_____ AGE____ PLACE OF BIRTH_____ GRADE_____

HEIGHT_____ WEIGHT_____ COLOR HAIR_____ EYES_____ SOCIAL SEC._____

MOTHER'S NAME_____ MAIDEN NAME_____ OCCUPATION _____

FATHER'S NAME_____ OCCUPATION _____ Place of Business_____

WORK EXPERIENCE RECORD

NAME OF FIRM	ADDRESS	DUTIES	SALARY	DATES FROM	DATES TO	COMMENTS

Employers are given an evaluation card (see below) four times a year. They are asked to complete and return it to the teacher. Most employers are very cooperative and eager to assist with this. When the teacher receives the card it is discussed with the student so he will know how he is progressing on the job and whether or not there are areas that need improvement.*

_____ WORK EXPERIENCE _____

(Employee) EMPLOYER RATING (Place of business)

Grade_____ Semester_____

Teacher_____ _____

(Person filling out this form)

QUALITY OF WORK

- Unsatisfactory_____( )
- Satisfactory_____( )
- Excellent_____( )

QUANTITY OF WORK

- Just enough to get by____( )
- Satisfactory_____( )
- Large amounts _____( )

DRESS AND GROOMING

- Undesirable_____( )
- Acceptable_____( )
- Outstanding_____( )

ATTENDANCE

- Unsatisfactory_____( )
- Very regular_____( )
- Notifies employer when he is to be absent( )

PROMPTNESS

- Usually prompt meeting work schedule____( )
- Requires reminding_____( )
- Very prompt_____( )

COOPERATION

- Causes dissension_____( )
- Wants special privileges_____( )
- Gets along with others_____( )

COMMENTS: (Please add comments which would help us assist the employee to become a better worker)_____

(*Santa Barbara City Schools)

Grossmont Union High School District

Department of Instruction **Special Education E.M.R.**

CERTIFICATE OF PREPARATION

THIS CERTIFIES THAT .....

Has successfully completed a program of preparation in the following areas of work experience:

....

THE STUDENT'S GENERAL AREA OF OUTSTANDING ACCOMPLISHMENT WAS .....

With the following specific areas of competency:

....

THIS STUDENT'S CITIZENSHIP AND GENERAL BEHAVIOR IS AS DESCRIBED BELOW:

COOPERATIVE .....
NEAT AND WELL GROOMED .....
WILLING WORKER .....
GETS ALONG WELL WITH OTHERS .....
FOLLOWS DIRECTIONS .....
STEADY WORKER .....
COMPLETES TASKS ASSIGNED .....
CONSCIENTIOUS WORKER .....

THIS STUDENT'S PERSONAL REFERENCE:

_____

Work Experience Coordinator
Special Education E.M.R.

WORK EXPERIENCE - JOB POSSIBILITIES

STUDENT _____ PHONE _____

ADDRESS _____

	JOB	LOCATION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

COMMENTS

PUPIL _____ SCHOOL YEAR _____ INSURANCE VERIFICATION _____

WORK PERMIT _____ SOCIAL SECURITY NO. _____ ADVISOR _____

PUPIL WORK EXPERIENCE EDUCATION RECORD OF EMPLOYMENT*

JOB NO.	EMPLOYER AND LOCATION	TELEPHONE NUMBER	STARTING DATE	COMPLETION DATE	SCHEDULE DAYS	SCHEDULE HOURS	ATTENDANCE RECORD

PUPIL OBSERVATIONS BY WORK EXPERIENCE COUNSELOR
GENERAL REMARKS AND SUGGESTIONS

NUMBER	DATE	GRADES	QUARTERLY 1	2	3	4

*From Garden Grove Union High School District

EMPLOYEE PERFORMANCE AND PROGRESS RATING*

___ First Rating
___ Second Rating
___ Annual Rating
___ Special Rating

Name _____

Job _____ Department _____

Date of Rating _____ Pay Rate _____

Department Head _____ Operations Manager _____

1. Knowledge of Job	Extremely Skilled	Generally Adequate	Improvement Expected	Unsatisfactory No Imp. Expected
-knowledge of work				
-proper use and care of tools				
-familiarity with related tasks				
-uses good judgement				

2. Quality of Work	Superior	Good	Improvement Necessary	Poor No Imp. Expected
-freedom from error				
-neat work station				
-thoroughness				
-respect for materials				

3. Volume of Work	Excep-tional	Meets Standards	Below par Imp. Nec.	Unsatisfactory No Imp. Expected
-work out-put (daily unit out-put expected)				

4. Work Habits	Outstand-ing	Generally Good	Improvement Necessary	Unacceptable
-punctual, morning, noon, night				
-regular in attendance				
-adheres to plant policy				
-always tells foreman whereabouts				
-stays at his job				
-doesn't waste time				
-observes safety precautions				
-works without close supervision				

5. Attitudes	Outstand-ing	Good	Improvement Necessary	Poor
-considerate & cooperative				
-profits from suggestions				
-willing to accept changes				
-interest and initiative				

6. Personal Habits and Health	Very Good	Meets Standards	Question-able	Unacceptable
-appropriately dressed, groomed				
-no problem with alcohol				
-no apparent new problems				
-able to meet demands of job				

*From San Bernardino City Schools

WORK EXPERIENCE EDUCATION PROGRAM

NO. I PUPIL PROGRESS REPORT FROM EMPLOYER* PERIOD REPORTING

PUPIL _____ DATE _____

EMPLOYER _____

EMPLOYER'S ADDRESS _____ TELEPHONE NO. _____

PLEASE INDICATE BY MEANS OF AN X ON EACH HORIZONTAL LINE BELOW YOUR RATING OF THE PUPIL WITH RESPECT TO THE PARTICULAR ITEM.

PERFORMANCE RELATIVE TO BEGINNING ON THE JOB

1----------2 3---4---5---6---7 8---9---10----
NO IMPROVEMENT SOME IMPROVEMENT MUCH IMPROVED

PERFORMANCE FOR THIS REPORTING PERIOD

1----------2 3---4---5 6---7---8 9---10----
poor fair good excellent

DEPENDABILITY

1----------2 3---4---5--6---7---8 9---10----
poor fair good excellent

COURTESY

1----------2 3---4---5 6---7---8 9---10----
poor fair good excellent

COOPERATION

1----------2 3---4---5 6---7---8 9---10----
poor fair good excellent

WORK HABITS IN GENERAL

1----------2 3---4---5 6---7---8 9---10----
poor fair good excellent

ATTENDANCE

1----------2 3---4---5 6---7---8 9---10----
poor fair good excellent

ADDITIONAL COMMENTS _____

_____

_____

_____

_____

_____

*From Garden Grove Union High School District

SEMESTER EVALUATION* - 19 ___

Student's Name _____ School _____

Employer's Name _____ Supervisor _____

Counselor _____ Date _____

Your constructive criticism enables us to provide better instructional training. Please check the following traits as (A) Excellent, (B) Good, (C) Average, (F) Unsatisfactory.

Personal Traits

Grooming	A	B	C	F
Suitability of dress	A	B	C	F
Personal hygiene	A	B	C	F
Department	A	B	C	F
Speech	A	B	C	F
Interest in work	A	B	C	F
Cooperation	A	B	C	F
Initiative	A	B	C	F
Adaptability	A	B	C	F
Ambition	A	B	C	F
Tact	A	B	C	F

Ability to:

Follow directions	A	B	C	F
Take criticism	A	B	C	F
Understand instructions	A	B	C	F
Attend to details	A	B	C	F
Keep on the job	A	B	C	F

Business Techniques

Use of telephone	A	B	C	F
Use of sources of information	A	B	C	F
Office house-keeping	A	B	C	F
Meeting people	A	B	C	F
Use of supplies	A	B	C	F

Do you wish trainee to see this report? Yes _____ No _____

General rating of student: (A) Excellent (B) Good
(Please circle one) (C) Average (F) Unsatisfactory
(Insert grade in blanks) ( ) Citizenship ( ) Effort

Semester Hours Credit _____

Please list any points that should be emphasized in training:

1.

2.

3.

_____
(Employer's or Supervisor's Signature)

Period or Periods _____

*From Anaheim Union High School District

Altoona High School
Department of Occupational Education

EMPLOYER'S RATING OF TRAINEE

Trainee _____

Station _____ 2nd Week Rating _____ date

Job _____ 4th Week Rating _____ date

Date Placed on Job _____ 8th Week Rating _____ date

The purpose of this rating form is threefold:

1. To help the trainee be aware of his limitations and thus be in a position to make improvements.
2. To aid the Coordinator in selecting specific areas of the job training process which need additional classroom discussion and/or practice.
3. To provide the employer with an objective device for evaluating the student's progress and needs.

EMPLOYER
Please be frank and specific in your rating. If the rating is negative, please comment on the contributing factors.

Trait	Unsatis-factory	Satis-factory	Out-standing	Factors which contribute to this rating
Appearance				
Courtesy				
Punctuality				
Follows Directions				
Does more than asked				
Accuracy				
Cooperates with employees				
Cooperates with others				
Reaction to criticism				
Self-confidence				

Progress Evaluation
(Please make specific suggestions for improvement of this student.)

_____ Rated by

_____ Position

_____ Date

WORK TRAINING PROGRESS REPORT

Date _____

	EXCELLENT	GOOD	AVERAGE	POOR	NOT SATISFACTORY
Ability to follow directions					
Ability to take correction					
Ability to sustain routine					
Ability to get along with adults					
Ability to get along with co-worker					
Sees things to be done					
Interest in work					
Work finished on time					
Attendance					
Punctuality					
Willingness to work steadily					
Ability to work unsupervised					
Cooperation during rush periods and overtime					
Responsibility toward company property and equipment					
Personal appearance					
Are you satisfied with worker's progress?					
Your impression of this worker and nature of his work					

_____

EMPLOYER

Altoona High School
Altoona, Pennsylvania

Department of Occupational Education

Suggestions for the Letter of Recommendation to be Written for the Student Trainee Upon Completion of the Job Training Program

Please do not follow this guide exactly - it is a suggestion only.

Your letter, along with others will be presented to the student at graduation time.

Employer should make an original and two carbons of this letter.

Company Letterhead

_____

_____

_____

_____
Date

To whom it may concern:

This is to inform you that _____ has been
full name of student
with this organization in the capacity of a Student Trainee from the Occupational Education Department of the Altoona High School for a period of _____ weeks. (His or Her) job assignment was _____ which included the
Specify title of job
following types of activities: _____. (He or She) was rated
Specify major job functions
most highly on the following traits by (his or her) supervisor: _____

I (would, would not) recommend _____ _____
Student's first name State how strongly you would
_____ for employment in this type of position.
recommend

_____
Name

_____
Title